

Available online: <http://jurnal.ustjogja.ac.id/index.php/ELP>

Journal of English Language and Pedagogy, 3 (2), 2020, pp. 11-16

Google Classroom as an Alternative Media of Reading Logs in a Reading Course

Th. Laksmi Widyarini^{(1)*}, Afria Dian Prastanti⁽²⁾

(1).Universitas Sarjanawiyata Tamansiswa (UST) (Affiliation)

(2) Universitas Sarjanawiyata Tamansiswa (UST) (Affiliation). Jl. Batikan UH-III/1043 Yogyakarta 55167

*Corresponding author. Email: theresia_laksmi@ustjogja.ac.id

Received: 16 12 2020; Revised: 10 02 2021; 2021-02-10; Accepted: 10 02 2021

Abstract: This research generally aims to identify the reading skills and interest of the semester 1 students of the English Department, Universitas Sarjanawiyata Tamansiswa. The specific objective of the research is to formulate a procedure for using Google classroom as an alternative media for reading logs in reading subjects. The reading subject is chosen because reading is a compulsory subject and a prerequisite for the following courses. This research applied a descriptive-qualitative approach. Data collection was carried out using observation, questionnaires, and interviews. The research began with data collection regarding the students' reading skills, interest, as well as the relevant facilities in the google classroom as reading logs in the reading subject. The data collected were then analyzed, linked, and developed according to the lecture activities in the reading subject. Interviews were conducted to strengthen and complement findings on how google classroom could be used as an alternative media for reading logs in reading subjects.

Keywords: google classroom, media, reading, reading logs

How to Cite: Widyarini, Th. Laksmi., & Prastanti, Afria Dian. (2020). Google Classroom As An Alternative Media Of Reading Logs in A Reading Course. *Journal of English Language and Pedagogy*, 3(2), 11-16. doi:<http://dx.doi.org/10.36597/jelp.v3i2.8910>



Introduction

Reading is a skills subject and is compulsory. In general, reading subjects have the main objective of improving students' reading comprehension skills. These comprehension skills will facilitate the students to learn other subjects in the university. Besides, reading skills can improve vocabulary. The vocabulary obtained through the reading process can then be applied to speaking and writing activities as well as to understand words in listening skills. However, the result of preliminary inquiry prior to the research showed that students often lack not only the reading skills but also the confidence to perform, ultimately leading to poor performance.

Reading is an important activity in learning activities. Learning activities in all fields must involve reading activities. Burns et al (1984: 11) states that "reading is a complex act that must be learned. It is also a means by which further learning takes a place. In other words, a person learns to read and reads to learn". The statement points out that reading is a complex behavior that must be learned. Through reading, further learning activities can occur. In other words, one must learn to read because reading is a way of learning more.

Reading skills are abilities that refer to a person's capacity to read, comprehend, interpret, and decode written language and texts. Reading skills are beneficial to assimilating and responding to written texts like emails, messages, letters, and other written messages. Using reading skills in an academic environment is also be important for ensuring effective written communication, which can result in less miscommunication or misunderstanding of expectations. In addition, reading skills also include several key aspects that collaborate to develop overall literacy skills, including comprehension, fluency, vocabulary, and strategies that help readers interpret and find meaning in texts (Bergey 2017; Dardjito, 2019).

Reading experts have thought that reading interests play a very important role in reading instruction and improvement. Furthermore, helping students learn through reading needs an understanding of their interests and competence. Edgier (1999) remarks that interest is a powerful

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



psychological factor in learning. Moreover, the individual's reading interests are considered one of the major factors that determine what s/he reads, in addition to the importance for one's attitudes toward reading. Google Classroom itself is a free application developed by Google for schools. It is designed to simplify, creating, distributing, and grading assignments. The main objective of Google Classroom is to facilitate the process of sharing files between teachers and students. Google Classroom itself incorporates Docs, Sheets, Slides, Gmail, and Calendar into a united platform to manage student and teacher communication. Students can be asked to join a class through a private code, or automatically imported from a school domain. Teachers can create, distribute and mark assignments all within the Google ecosystem.

One of the larger benefits of Google Classroom is it's simple to use and support collaboration between students and teachers. Teachers can create a class and list educational apps, such as assignments in a few clicks. They can add students by name or send them a code to join. Students then can see what assignments are due, participate in discussion forums or message the teacher (either in private or via group chat). Some of the key features of Google Classroom are as follows:

- 1) Setting Classroom themes with school colors or logo
- 2) Reusing assignments, tests or other course content in future classes
- 3) Adding content to assignments, such as video, PDFs, Google Docs or Google Forms survey
- 4) Sharing videos, links or images from other websites with students
- 5) Viewing assignments, announcements and other resources on a class resource page
- 6) Drafting assignments or announcements and schedule them to post on a later date
- 7) Using Google Calendar to track assignment due dates
- 8) Exporting grades to Google Sheets or a .CSV file
- 9) Setting permissions on whether students can make posts or comments (or mute individual students)
- 10) Setting permissions on which teachers can create and manage classrooms, or which schools within a district can use Google Classroom

Reading logs represent journals of every book that a student read. A reading log may be as simply writing down the title and author of the book in a notebook. Or it can be more elaborate. Students may use reading logs to maintain a written record of their personal reactions to the text on several levels. The logs area chance for students to express their attitudes towards a text, reflect on their discoveries, and make connections between what they know and what they are learning. A reading log can serve as a place to take risks, speculate, ask questions, express opinions, and build knowledge. They give students the ability to grow as strategic readers and independent learners. Besides, writing the reading logs helps students integrate different sources of information and organize their thoughts. This makes their thinking is more fluid, flexible, and real.

Methodology

This research was descriptive qualitative research. It is qualitative research because it develops concepts to assist researchers in understanding social phenomena that occur in natural situations. The emphasis of qualitative research lies in the meaning, experience, and perceptions of the research subjects. The qualitative research dimension itself includes an understanding of the context, humans, and all interactions that occur. The research subject was the Google classroom which was developed into a reading log. The data of the research were collected from literature study and websites. The data were then analyzed, linked, and developed according to the lecture activities in the reading subject. Interviews were conducted to strengthen and complement findings on how Google classroom could be used as an alternative media for reading logs in reading subjects.

Results & Discussion

Based on the result of mid-term test (UTS) which was held in October 2020, the average score obtained by students was B. This B value indicates that their ability is at the intermediate level. Students with this intermediate reading level can understand texts that are generally used in lectures or other things related to

their interests. Students with an intermediate reading level can find and understand general information they need in everyday reading texts, such as letters, brochures, and short official documents. They can read one long text or several short texts to find the specific information they need. In addition, students at this intermediate reading level can identify important points in the text and main conclusions in the text. They can identify common relationships in the text but not in detail. Students at this intermediate reading level can understand the description of events, feelings, and desires in the text well. They are also able to understand direct, clearly written instructions.

Features in Google classroom cover:

- Class code and theme- similar to traditional classrooms, a class code will be generated for every class.
- Communication- the teacher can send class announcements and assignments. They can also post questions about the subject matter and have the students discussed it. Teachers and students can also comment on each other's assignments. Now they are also allowed to stick posts and move a specific post to the top.
- Organization- students in the Google Classroom will also have their Classroom folder once they joined a class. Assignments in Google Docs will be automatically distributed to each student in the class.
- Google Forms- these are another useful tool in creating tests, quizzes, and survey forms. Teachers can attach Google Forms to assignments and posts.
- Due dates- teachers can indicate due dates in their given assignments. One can also create assignments without due dates.
- Turn in and Return- once the student submitted their assignments on or before the due date, it will limit his access to a "Viewing Status". The teacher can start giving feedback or grading. If there are revisions to make, the status will be changed to "Editing Status" so the student can start working on it again.
- YouTube integration – teachers can restrict and managed networks and YouTube videos that are considered acceptable in the classroom.
- Picture view- the entire class can see all their classes which give them an overview of the upcoming assignments for all their classes.

The steps for making a reading log use Google classroom

The first step before making reading logs is to create a classroom first. The steps for creating a classroom are as follows:

1. Enter the Google Classroom application or access it via a browser on a PC
2. Press Get Started, and select the Google email address you want to use to join Google Classroom.
3. Press the plus sign (+) in the right corner. There are two options, namely Join Class and Create Class.
4. Press create class
5. If you have created a class, you will see a Stream or Classwork as a space to upload materials, assignments, questions, quizzes, etc. related to learning.

Steps to make reading logs in Google classroom:

1. Press: assignment section
2. Press: Topic; type: Reading Logs
3. Press: Quiz Assignment; select the completion date
4. Type in the Title: Reading Logs Week 1
5. Type the Description section with instructions in reading logs
6. Type in the Question: Name (name of student); select short answer
7. Press the + sign
8. Type in the Next Question: Book Title
9. Continue, Next Question: How many pages?
10. Continue, Next Question: How many minutes?

11. Continue, Next Question: What was your favorite part of your readings?
12. Tap image to insert a picture, then select a color
- To see student responses:
13. Press: Response; select: Destination
14. Press: new spread sheet; give name: Reading Logs; press: Create

Conclusion

Based on the result of mid-term test (UTS) which was held in October 2020, the average score obtained by students was B. This B value indicates that their ability is at the intermediate level. Students with this intermediate reading level can understand texts that are generally used in lectures or other things related to their interests. Students with an intermediate reading level can find and understand general information they need in everyday reading texts, such as letters, brochures, and short official documents. They can read one long text or several short texts to find the specific information they need. In addition, students at this intermediate reading level can identify important points in the text and main conclusions in the text. They can identify common relationships in the text but not in detail. Students at this intermediate reading level can understand the description of events, feelings, and desires in the text well. They are also able to understand direct, clearly written instructions.

Google Classroom is part of Google Apps for Education (GAFE) in online learning and collaboration. This application can be downloaded for free. The benefits of using Google Classroom in carrying out lectures are to improve the quality of teachers and students to use technology, especially for the learning process, save time, be environmentally friendly, overcome residence distances, increase cooperation between students, perpetual communication, and as a storage area for documents / archives relatively safe.

Reading logs are useful for improving skills in areas that still need to be developed, for example the areas of grammar, vocabulary, spelling, or comprehension. Reading logs are also useful for documenting students' progress in reading. Besides that, reading logs are also good for motivating students to read more. One benefit is to show progress.

The first step before making reading logs is to create a classroom first. The steps for creating a classroom are as follows: (1) Enter the Google Classroom application or access it via a browser on a PC; (2) Press Get Started, and select the Google email address you want to use to join Google Classroom. (3) Press the plus sign (+) in the right corner. There are two options, namely Join Class and Create Class; (4) Press create class; (5) If you have created a class, you will see a Stream or Classwork as a space to upload materials, assignments, questions, quizzes, etc. related to learning.

Whereas the steps to make reading logs in Google classroom: (1) Press: assignment section; (2) Press: Topic; type: Reading Logs; (3) Press: Quiz Assignment; select the completion date; (4) Type in the Title: Reading Logs Week 1; (5) Type the Description section with instructions in reading logs; (6) Type in the Question: Name (name of student); select short answer; (7) Press the + sign; (8) Type in the Next Question: Book Title; (9) Continue, Next Question: How many pages?; (10) Continue, Next Question: How many minutes?; (11) Continue, Next Question: What was your favorite part of your readings? (12) Tap image to insert a picture, then select a color; To see student responses: (13) Press: Response; select: Destination; (14) Press: new spread sheet; give name: Reading Logs; press: Create

References

- Bergey, B. W., Deacon, S. H., & Parrila, R. K. (2017). Metacognitive reading and study strategies and academic achievement of university students with and without a history of reading difficulties. *Journal of learning disabilities*, 50(1), 81-94.
- Burns, Anne. 2010. *Doing Action Research in English Language Teaching*. Oxon, UK: Routledge
- Burns, P. C., Roe, B. D dan Ross, E.P. (1984). *Teaching reading in today's elementary schools*. Boston: Houghton Mifflin Company
- Brown. 2004. *Teaching by Principles*. New York
- Carr, Wilfred. & Kemmis, Stephen. 1986. *Becoming Critical. Education, Knowledge, and Action Research*. New York: Deakin University Press.
- Dardjito, H. (2019). Students' Metacognitive Reading Awareness and Academic English Reading Comprehension in EFL Context. *International Journal of Instruction*, 12(4), 611-624.
- Donald, Ary.et.al. 2010. *Introduction to Research in Education*. 8th Edition. Belmonth, USA: Wadsworth.
- Dorn, L. J., and C. Soffos. 2005. Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse.
- Keraf, Gorys. (2004). *Diksi dan Gaya Bahasa*. Jakarta: Gramedia Pustaka Utama.
- _____. (1996). *Terampil Berbahasa Indonesia 1*. Jakarta: Balai Pustaka.
- Kusuma, W & Dwigatama, Dedi. 2010. *Mengenal Penelitian Tindakan Kelas*, Edisi Kedua. Jakarta: Indeks
- Hellekjær, G. O. (2009). Academic English reading proficiency at the university level: A Norwegian case study. *Reading in a foreign Language*, 21(2), 198.
- Megawati, F. (2016). kesulitan Mahasiswa dalam mencapai pembelajaran bahasa Inggris secara efektif. *PEDAGOGIA: Jurnal pendidikan*, 5(2), 147-156.
- Miculecky, Beatrice S & Linda Jeffries. (1996). *More Reading Power*. New York : Longman.
- McKool, S. (2007). *Factors that influence the decision to read: An investigation of fifth grade students' out-of-school reading habits*. *Reading Improvement*, 44(3), 111-132.
- Ngadiso. (2003). *Reading I*. Hand Out English Departement Surakarta: UNS (Tidak Dipublikasikan)
- Nurdiyantoro, Burhan. (2012). *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE-Yogyakarta.
- Oberhalzer, B. (2005). *The Relationship between Reading Difficulties and Academic Performance among a Group of Foundation Phase Learners Who Have Been Identified as Experiencing Difficulty with Reading and Referred for Reading Remediation*. Department of Psychology. Pietermaritzburg: University of Zululand.

- Palawija. (2014). *Kemampuan Membaca*. Diakses dari <http://kab.merauke.go.id/index.php?option=comcontent&task=view&id=46&Itemid=9>. Pada tanggal 15 Mei 2014 pukul 14.00 WIB
- Pak, S. and Waseley, A. (2012). The Effect of Mandatory Reading Log on Children's Motivation to Read. *Journal of Research on Education* 22, 251–265.
- Rahim, F. (2007). *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara
- Sumardjo, Jacob & Saini K.M. 1997. *Apresiasi Kesusastraan*. Jakarta: Gramedia.
- Suyadi. 2012. *Penelitian Tindakan Kelas (PTK) dan Penelitian Tindakan Sekolah (PTS)*. Yogyakarta: Andi
- _____.2017. *Petajalan Penelitian UST*. Yogyakarta: LP3M-UST
- Winiharti, M., Herawati, A., and Rahayu, E. (2014a). Reading Journal as a Way to Improve Students' Comprehension Towards Textbook Reading Materials . *Lingua Cultura* 8, 101–108
- Wolfreys, Julian. 1999. *Literary Theories: A Reader and Guide*. New York: New York University Press.
- Zuchdi, D. & Rofi'uddin, A. (2001). *Pendidikan Bahasa dan Sastra Indonesia di Kelas Tinggi*. Malang:UNM Press
- <http://edukasi.kompas.com/read/2016/08/29/07175131/minat.baca.indonesia.ada.di.urutan.ke-60.dunia>
- <http://gobekasi.pojoksatu.id/2016/05/19/survei-unesco-minat-baca-masyarakat-indonesia-0001-persen/>
- <http://m.harianjogja.com/baca/2016/03/22/penelitian-terbaru-dari-76-negara-minat-baca-siswa-indonesia-peringkat-ke-69-703442>
- <https://www.blogger.com/profile/14274820736844225090>